DOCUMENT RESUME

ED 319 739 SP 032 422

AUTHOR Baker, Thomas E.
TITLE A Collaboratively Supervised Teaching Internship: Implications for Future Supervision.
PUB DATE 3 Mar 90
NOTE 33p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (45th, San Antonio, TX, March 3, 1990).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Extended Teacher Education Programs; *Graduate Study; Higher Education; *Internship Programs; Program Design; *Teacher Education Programs
IDENTIFIERS *Austin College TX

ABSTRACT

This paper describes the 5-year Austin Teacher Program (ATP) at Austin College with emphasis on the collaboratively supervised internship in the graduate year. Some results of a comprehensive survey of over 400 ATP graduates are discussed, as well as issues and needs in the supervision of interns, and implications for the future in the supervision of first-year teachers. The structure and philosophy of the ATP is compared to recent proposals for reform in teacher education. The undergraduate and graduate education curriculum is described, much of it newly revised as an outcome of the intensive program review and follow-up study initiated by the ATP faculty. Graduates of the ATP report a high degree of confidence in their preparation and see themselves as better prepared than their peers from four-year programs without internships, suggesting that the ATP's curriculum, with its sequence of field experiences and courses culminating in an internship, may enable its students to develop a greater sense of competence than would be possible in a traditional program. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED319739

A COLLABORATIVELY SUPERVISED TEACHING INTERNSHIP: IMPLICATIONS FOR FUTURE SUPERVISION

Thomas E. Baker
Education Department
Austin College
Sherman, Texas 75091-1177

Presented at the 45th
Annual Conference of the Association
for Supervision and Curriculum Development
San Antonio, Texas
March 3, 1990

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. E. Baker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

SP 032 422

ABSTRACT

The objective of this paper is to describe the five-year Austin Teacher Program (ATP) at Austin College with emphasis on the collaboratively supervised internship in the graduate year. Some results of a comprehensive survey of over 400 ATP graduates are discussed, as well as issues and needs in the supervision of interns and implications for the future in the supervision of first-year teachers. The structure and philosophy of the ATP is compared to recent proposals for reform in teacher education. The undergraduate and graduate education curriculum is described, much of it newly revised as an outcome of the intensive program review and follow-up study initiated by the ATP faculty.

Graduates of the ATP report a high degree of confidence in their preparation and see themselves as better prepared than peers from four-year programs without internships, suggesting that the ATP's curriculum, with it sequence of field experiences and courses culminating in an internship, may enable its students to develop a greater sense of competence that would be possible in a traditional program.

A Collaboratively Supervised Teaching Internship: Implications For Future Supervision

Introduction

Objective

The objective of this paper is to describe the five-year Austin Teacher Program (ATP) at Austin College with emphasis on the collaboratively supervised internship in the graduate year. Some results of a comprehensive survey of ATP graduates will be discussed, as well as issues and needs in the supervision of interns and implications for the future.

Overview of Austin College

Founded in 1849, Austin College is a private, coeducational, liberal arts institution that maintains ties to the Presbyterian Church (U.S.A.). The College awards the bachelor of arts degree in a variety of arts and science majors and a master of arts in teaching degree with concentrations in elementary or secondary education.

The liberal arts have a strong tradition at Austin College, which values excellence in teaching and emphasizes development of the whole person in its curricular and cocurricular programs. The curriculum is designed to provide both depth and breadth in knowledge and to encourage development of higher order intellectual skills. Austin College believes that education cannot be value-free. As

part of their academic programs, students must satisfy requirements in three dimensions -- Foundation, Depth, and Exploration. The Foundation Dimension affords students an opportunity to develop communication skills, to enhance their skills of intellectual inquiry, and to gain a familiarity with the bases of modern western culture. The Exploration Dimension requires students to investigate knowledge and skills in eight areas, including the Arts; Social Sciences; Natural Sciences; Meaning and Values; Formal Reasoning; Language and Written Expression; Historical and Social Perspectives; and Social Policy, Values, and Decision Making. The Depth Dimension involves extensive study in one or more fields, with students satisfying the requirements for one or two concentrations.

The Austin Teacher Program (ATP), implemented in 1968, combines liberal education with professional preparation in a five-year extended program. Students interested in the teaching profession complete three one-term education courses while satisfying the requirements of their bachelor of arts degree. These courses involve a combination of clinical experiences in public schools and on-campus seminars. Austin College does not offer a bachelor's degree in education. A graduate year of study culminates in a master of arts in teaching degree with a concentration in elementary or secondary education and certification in one or more teaching fields. (Baker et al., 1988)

Recent Reform Movements in Teacher Education

From the late 1960s through the mid 1970s, a common theme in teacher education reform was the need to personalize teacher education. Combs et al. (1974), Fuller (1974), Travers and Dillon (1975), and others argued that there is no best way to teach. The purpose of a teacher education program should be to help individuals find their own most effective ways of teaching. Program content should focus on self-examination and small-group interaction rather that prescribed knowledge and skills. Faculty members should be counselors and facilitators. Though they primarily emphasized the need for qualitative and philosophical changes in teacher education rather than calling for extended programs *per se*, the work of these educators influenced the development of the Austin Teacher Program in the late 1960s (Love & Freeman, 1971; Freeman, 1986) and the University of New Hampshire five-year program a few years later (Andrew, 1984).

Although the Austin Teacher Program has developed somewhat more structure than it had in its earliest days, it is still characterized by an eclectic view of effective teaching and a high degree of personalization (small seminars and classes, one-to-one conferences, portfolios, low faculty-student ratio, comprehensive advising). Current

Austin Teacher Program practices and philosophy affirm Comb's view of an effective teacher

> as a unique human being who has learned to use himself effectively and efficiently to carry out his own and society's purposes in the education of others. (Combs et al., 1974, p.8).

In the past decade, a number of commissions, panels, and leading educators have called for reform in teacher education. The Austin Teacher Program had already instituted many of the policies and practices called for. Summarizing the recommendations of the National Commission on Excellence in Teacher Education, on which he served, C. Peter Magrath (1985) calls for "an exacting and intellectually challenging integration of general liberal studies and specialization in an academic major and the academic content and practice of professional education." (p.7) The Commission's recommendations "will require longer periods of study that are now required" and should be followed by an internship for which compensation would be provided. Magrath also urges states to "encourage and assist the development of experimental teacher education programs." (p.8) The Austin Teacher Program has included these features since 1968.

In a review of reform efforts in teacher education over the past 50 years, Robert Bush (1987) speaks to serious design flaws in the typical teacher education program. "We

try to pack too much into a small amount of time," says Bush. "The resultant superficiality exacerbates the prejudice against pedagogical courses." (p.16) He goes on to point out that most teacher education programs fail to adequately integrate general education, subject matter specialization, pedagogical theory and methods, and practice, too often presenting them serially. The five-year Austin Teacher Program was designed to specifically address the problems Bush so cogently describes.

In 1987, the Carnegie Forum on Education and the Economy published the Report of the Task Force on Teaching as a Profession, A Nation Prepared: Teachers for the 21st Century. Among its recommendations for the improvement of teaching and education, many of those relating to teacher education reflect the philosophy and practices of the Austin Teacher Program. The Task Force recommends, "States should abolish the undergraduate degree in education and make professional teacher education a graduate enterprise, building on a base of sound undergraduate education in the arts and sciences." (p.70) The report goes on to say,

> Subject matter preparation, however, is not the responsibility of departments or colleges of education, but rather of the arts and science departments of the parent institution. Prospective elementary teachers take a substantial number of courses in education, secondary teachers only a few. The result is that elementary teachers have relatively little exposure to the

> subjects they will teach and secondary teachers very little preparation for the act of teaching the subjects in which they have majored.

By requiring a B.A. in the liberal arts as well as a series of undergraduate teacher education courses and field experiences and a graduate professional year, the Austin Teacher Program provides more opportunities both to acquire subject-matter knowledge and to examine theories and practice skills in the area of pedagogy.

Over the past several years, some teacher educators have called for the need to conduct teacher education in an "environment of inquiry." Teacher education should be "knowledge based" or "research based" these critics say, often implying that teacher education programs should be conducted only at large research universities. In In Search of More Effective Service: Inquiry as a Guiding Image for Educational Reform in America (1983), Hendrik Gideonse says, " -- inadequate connection to the knowledge bases and the techniques by which they are advanced should become reason for denial of the further participation in the privilege of preparing teachers." (p.78) Although Austin College's primary commitment is to excellence in teaching, it provides incentives and support for faculty members to engage in scholarly activities in their fields. The Career Development Program permits all faculty members to apply for grants and release time to conduct research, write, attend

institutes, and present papers at national conferences. Members of the Austin Teacher Program faculty have been active participants in the Career Development Program. The College also is committed to providing sabbaticals, with support, for eligible faculty members so they may pursue lengthier scholarly projects. Students in the Austin Teacher Program are involved in scholarly inquiry in their master's degree program through the study of educational research methods, reviews of research, and independent studies. Faculty members share their research with students in seminars and classes. In an address at the AACTE Annual Meeting in 1985, John Goodlad said that the faculty of every teacher education program should have the capability and willingness to do research on its own program. The comprehensive Alumni Follow-Up Study of the Austin Teacher Program (Baker et al., 1988) is evidence that the ATP meets Goodlad's criterion.

The Holmes Group (1986) is a consortium of universities which have joined to propose reforms in teacher education. Several of its recommendations are reflected in ATP policy and practice, such as:

1. There should be an inter-disciplinary climate and a valuing of collaboration among faculty with different expertise.

2. Students should be academically talented, committed to teaching, and show evidence of high ethical standards.

3. The curriculum should require a master's degree in education and a closely supervised teaching internship.

In summary, the structure, curriculum, and philosophy of the Austin Teacher Program reflects many of the suggestions for reform in teacher education made over the last decade and a half. In fact, the ATP preceded most of the calls for change by several years.

The Austin Teacher Program

Background

Initiated in 1968, the Austin Teacher Program is designed to prepare elementary and secondary school teachers. The five-year, field-oriented program, with a strong base in the liberal arts, terminates in a master of arts in teaching degree and teacher certification. Through three undergraduate education courses, students are able to acquire extensive, supervised public school experience from the freshman through the senior year. This permits the student to gauge interest in a teaching career and to begin learning teaching skills while also acquiring in-depth

subject matter knowledge within a broad liberal arts curriculum.

The new teacher education program incorporated a number of distinctive changes including the following:

1. Moved from a four year to a five-year program, culminating in a master of arts degree (master of arts in teaching as of 1991).

2. Implemented a sequence of field experiences that provide on-going exploration and preparation for undergraduates and an internship for graduate students.

3. Integrated faculty into all phases of the program rather than keeping them isolated in their specialties.

4. Included the classroom teacher as an important participant early in the preparation of teachers.

5. Emphasized the importance of the liberal arts and subject matter curriculum.

6. Developed a more rigorous, two-phase admissions procedure.

Although changes in the program have been made through the years, the fundamental philosophy and practices of the innovative Austin Teacher Program have remained intact. The most recent and most comprehensive revision of the ATP will be implemented in the 1990-91 academic year. Following a major survey of all ATP graduates (Baker, et al., 1988), reviews of the teacher education literature, and a series of planning retreats, the ATP faculty proposed a number of

changes in the ATP curriculum. The more salient changes include:

1. Moving from four undergraduate "teacher education laboratories" totaling six semester hours credit to three undergraduate education courses totaling twelve hours credit,

2. revision of graduate education courses with new emphasis on content pedagogical knowledge (Shulman, 1987), the philosophical, historical, and societal foundations of education, and assessment and evaluation.

The Curriculum

Undergraduate Courses

Education 25: Schools and Society (all students)

In this course students will explore issues related to schooling, teaching, and learning. The course is intended for future citizens who will support public education, and future parents of children who will experience the educational system, as well as those considering a career in education.

Guiding questions to be addressed in this course include:

What is schooling?

What is the purpose of schooling?

Are schools transformational?

What is teaching?

What makes an effective teacher?

What makes an effective school?

Education 50: The Learner-Teacher Interaction
(all students)

This is a field and campus based course designed to address the following questions: How, specifically, does a teacher effectively communicate with students? How can teachers accommodate individual learner differences in their daily teaching? Using an integrated format of campus-based presentation of concepts and field-based observation of their application in classroom for the first seven weeks, students learn about verbal skills, questioning strategies, and learning styles. During the next four weeks students will be assigned to classrooms for early teaching experience. The major purposes for the practicum are as follows: to gather experience as the instructional leader in the classroom; to practice the skills taught in the course; to develop patterns of teaching that minimize discipline concerns; to practice planning and teaching lessons that implement strategies taught in the course.

This course serves to inform students of theoretical bases of effective teaching, and to provide practice in developing specific teaching behaviors that are associated with effective teaching. Focusing on three major areas--teacher-pupil interaction, academic questioning, and learning styles--students will be involved in a highly

interactive course, making extensive use of small and large group discussion, role plays, field-based observations, and practice teaching.

Education 75 The Learner, the Teacher and the Curriculum (all students)

The third course in the undergraduate sequence is designed to provide students with an extended teaching experience in order to practice both instructional skills congruent with student learning styles and the communication skills learned in Education 50.

The guiding questions for the course are:

What determines appropriate curriculum and instruction?

What should be taught?

To whom should it be taught?

How should it be taught?

The course is structured around a 3-9-2 pattern. For the first three weeks, students will concentrate on specific academic discipline content under the direction of the campus instructor. This will be followed by a nine-week teaching experience where the students will be responsible for one period or subject's instruction for the eight of the nine weeks. During this time, the students will continue to meet with the campus instructor to deal with issues such as evaluation, technology, special-needs students, etc. The

final two-week block will be devoted to the issue of long-range planning.

Graduate Courses

Education 520 Educational Foundations (all students)

This graduate course will deal with the historical, philosophical, and social foundations of education. It will focus on the following areas: 1) major events and trends in the development of k-12 education in the United States, 2) major ideas and schools of thought that have influenced American education, and 3) the relationship between society and the schools that society has established to serve its needs.

Among the guiding questions for this course will be:

What are some of the beliefs about the purposes of and nature of education that have shaped the structure, curriculum, practice, control, and clientele of American education? In what ways have conflicts between beliefs been manifested in our schools?

What significant events, societal changes, persons, laws and court decisions, technological developments, and innovations have influenced today's educational system?

What roles do culture and socialization play in our schools? What are the relationships between ethnicity,

socio-economic status, and gender to children's school experience?

Education 531 Reading and Writing: Process, Development and Teaching (all elementary and secondary English students)

In this course class members will work together as a community of learners to explore reading and writing from the perspectives of process and development and then to determine curricular implications. Central to this is inquiry and the use of reading and writing to expand and at the same time refine one's own thinking. Key elements to this curricular format are authentic learning experiences, collaboration, and inquiry.

Themes to be developed include:

Current research and theory related to the reading and writing processes.

Instructional strategies and assessment procedures consistent with natural language learning.

Children's and adolescent's literature that can be used as a base for instruction.

In addition to the regular class meetings, students will engage in a limited field experience.

Guiding questions for this course are:

What is reading? What do people do when they read?

What is the relationship between reading and writing?

What does it mean to be literate?

How do we as teachers foster reading and writing development?

What is the relationship between reading and writing, and learning across the curriculum?

This course is intended to model instructional strategies that can be used in the classroom.

Education 432 Mathematics in the Elementary School (elementary)

This course prepares prospective elementary teachers to create positive learning experiences for their students as they acquire mathematical concepts, skills and applications. Heavy emphasis is placed on understanding the developing child and the impact that development must have on instruction. The recommendations made by the National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics include the use of problem solving as an integral part of the curriculum. Less computational practice and more concept understanding, and the integration of technology throughout the program are also stressed.

Guiding questions include:

What is mathematics?

How do children learn mathematics?

What mathematics should children learn?

Education 533 Science and Social Studies in the Elementary School (elementary)

This course is designed to introduce the student to the content and methodology of effective elementary school science and social studies programs. Special attention will be paid to the use of methods which best combine the content and processes of the subjects with our knowledge of how elementary-aged children learn. Emphasis is given to authentic, concrete learning experiences.

Guiding questions include:

What is science and social studies?

How do students best learn science and social studies?

What science and social studies should children learn?

Education 541 Secondary Instruction: English (secondary)

The purpose of ED 541 is to prepare prospective secondary teachers for the special pedagogical demands of their chosen teaching field. The course focuses on teaching Literature, Drama, Poetry, Grammar, and Composition in grades 7-12. The course focuses on grade 7-12 curriculum as reflected in current textbooks and on the established and

emerging pedagogy for teaching it, including some review of related media and technology. Course activities will include readings, problem-solving activities, oral and written reports, preparation of sample lessons/units, and preparations of annotated bibliographies.

The course is guided by the following questions:

What is this subject that is labeled English and the Language Arts?

How is this subject best taught and learned?

What is the best way to structure the teaching of this subject?

What are students supposed to know and do as a result of taking this subject?

How is this subject to be evaluated?

Who controls the teaching of this subject?

What textbooks and resources are best for teaching this subject?

What are the current issues and trends in the teaching of this subject?

How can technology and media be employed in teaching this subject?

Education 542 Secondary Instruction: Social Studies (secondary)

This course provides secondary students in the social sciences with more opportunities to develop what Prof. Lee

S. Shulman of Stanford calls "pedagogical content knowledge," (Shulman, 1987; Gudmundsdottir and Shulman, 1987), that unique blending of content knowledge, knowledge about learners, knowledge of the curriculum, and knowledge of generic pedagogical techniques that lets teachers choose the most appropriate teaching strategies for their subject and their students. Students with secondary teaching fields in economics, government, history, or sociology are eligible to take "Secondary Instruction: Social Studies."

Guiding questions for this course include:

1. What ARE "the social studies?"
2. What are the purposes of the social studies in the secondary curriculum, and what is the purpose and role of the student's teaching field within the social studies curriculum?
3. What are some of the major approaches to the teaching of the social studies (e.g., citizenship training, social science inquiry, personal decision-making, etc.)?
4. What are effective methods of teaching in the social studies? Are some more effective for particular subjects, topics, and students than others?

Education 543 Secondary School Mathematics (secondary)

With the advent of the technological advances made in the past two decades, the major emphases advocated for mathematics instruction have been drastically altered. Whereas in years past the mathematics classroom was a place of computational practice, today's emphasis is on building concepts, then applying those concepts in problem solving situations. The technology itself should play a major role in today's mathematics classroom.

Guiding questions for this course include:

What is mathematics?

How do students learn mathematics?

What mathematics should students learn?

The following secondary instruction courses are either taught in the content area departments or taught collaboratively by education department and content area faculty members. The primary purpose, as with Education 541, 542, and 543, is to enable students to gain pedagogical content knowledge.

Education 544	Secondary Instruction: Art
Education 545	Secondary Instruction: Business
Education 546	Secondary Instruction: Music

Education 547	Secondary Instruction: Physical Education
Education 548	Secondary Instruction: Science
Foreign Language 493	Methods and Materials of Foreign Language Instruction

Education 549 Secondary Education (secondary)

Secondary Education is a course designed to provide students with a knowledge of the principles and practices of American secondary schools. This course is a follow-up to the more general Foundations course. In addition, students will acquire a stronger working knowledge of American secondary schools. One of the distinctive marks of the professional teacher is that s/he has come to feel a sense of ownership of his/her profession. While the major focus of the Austin Teacher program is properly aimed towards developing initial teaching expertise, it is also proper that students be exposed to both the problems and the great promise the profession holds. That great promise is often lost in the stress of daily teaching, unless one has developed a vision of the total enterprise. It is the purpose of this course to assist future teachers to develop professional visions through a study of the past, present and future purposes and effects of American secondary education.

The course is guided by the following questions:

How has the organization and purpose of the high school evolved, especially in the last fifty years?

How is the secondary curriculum structured?

How are secondary schools financed and how does that effect their operation?

What are middle schools, junior high schools, and high schools for? How well do they function?

What are the key features and concerns of urban secondary schools? Rural schools? Suburban schools? Town schools?

What do we know about today's youth and how can that knowledge be used in the classroom?

How can secondary schools be improved?

Education 598 Research and Assessment for Teachers
(all students)

Teachers are asked to do many things as they enter the classroom. They must be able to assess facts about student abilities, choose appropriate instructional strategies and evaluate student progress as well as their own effectiveness as a teacher. In addition, they must strive to remain current in their own content fields as well as educational pedagogy. This course focuses on knowledge and skills teachers must have to succeed as educational practitioners.

Guiding questions include:

What role does assessment play in the educational process?

What types of assessment facilitate effective learning?

What meaning does research have for the educator?

What is good research?

Classroom assessment issues and topics connected with educational research are the two basic thrusts of this course. Method of classroom evaluation, test construction, and test interpretation as well as purposes of testing and social, legal and ethical issues connected with testing will be examined. Special interest will be paid to standardized tests including what they tell the teacher, how to aid parents in their interpretation, and the political issues involved with their existence.

The educational research segment of the course has two strands. The first section deals with acquisition of necessary information to foster the research process. In the second strand, students receive a hands-on knowledge of both qualitative and quantitative research methodology. Both actual classroom experiences and simulated data files will be included.

The Graduate Teaching Experience

During their graduate year, ATP students complete either an internship (approximately 85%) or graduate student teaching (approximately 15%). Since most students become interns, this discussion will focus on internships. Through a special ruling by the Texas Commissioner of Education, school districts may hire graduate interns enrolled in approved extended programs as teachers of record. (Currently Austin College is the only such program in the state, but at least two others are now beginning.) Working collaboratively with two primary districts and ten or twelve others in the area, the ATP Field Placement Director seeks appropriate placements for interns approved for the following year. While some interns are available to teach for an entire school year, most teach for a public school semester, about eighteen weeks. The other semester is taught by a partner intern. Students take graduate course work in education (and in content disciplines for secondary students) during the "off" semester. Most ATP graduate students also take graduate courses in the summer before or after the fifth year.

As interns, ATP students are assigned classes essentially as a member of the cooperating school's faculty, with some important differences. A cooperating teacher in the intern's teaching field or grade level is assigned to

orient, guide, support and periodically observe the intern. The principal or assistant principal also observes and monitors the intern's progress. Interns are appraised with the Texas Teacher Appraisal System instrument. ATP faculty members coordinate the internship experiences, observe, videotape and confer with interns individually, seek feedback from cooperating teachers and principals, and conduct weekly seminars on the college campus in which interns and the professor can discuss readings, share ideas and concerns, and suggest possible strategies for resolving problems. Interns keep a reflective journal which becomes the basis for a final paper summarizing and evaluating the learning experience. Most cooperating districts compensate interns at 75% of base pay for a beginning teacher.

Implications and Recommendations

Advantages and Disadvantages of the Internship

While there are both advantages and disadvantages to internships, anecdotal and empirical evidence indicates that the positives far outweigh the negatives. The internship professionalizes teacher education. Recently, the ATP faculty surveyed over 400 graduates of the five-year program (Baker et al., 1988). Results of the seventeen-page questionnaire suggested some needed changes (now reflected in the course descriptions above), but primarily affirmed

the philosophy and structure of the program. One salient finding was the strong degree of confidence ATP graduates have in their teacher preparation, particularly in the areas they rated as important -- planning; creative, innovative strategies; classroom management; teacher-student relationships; preparedness in teaching field(s) (secondary). The ATP respondents saw themselves as better prepared than their peers who graduated from four year programs. The questionnaire was also administered to a group of local teachers who had not attended Austin College. While they generally felt well prepared by their teacher education programs, on the average they felt less well prepared than ATP graduates. It seems safe to assume that the additional responsibility of the internship, coupled with the support system provided, promotes a greater sense of confidence in ATP graduates.

Another positive aspect of the internship is the new kind of collaboration called for between the teacher education program and the public schools. The internship is much like an induction year and requires the district to provide special support for the novice teacher. The college faculty also takes on new kinds of responsibility as it works with interns and their supervisors to guide the professional development of each intern while at the same time insuring that children in their classes are receiving appropriate instruction.

There are a few problems associated with the internship which the ATP and the schools continue to work on. One is the inability to guarantee an internship for each qualified candidate, particularly in fields with less demand. Ideally, all students would be able to intern for an entire year (the public schools' preference), but program constraints make that difficult at this time. Another is the public relations aspect -- parents usually do not want their children taught by a "mere intern." This has been much less of a concern for the ATP in recent years. Unlike the early days of the program, ATP interns now possess a state permit to teach. If questions arise, school administrators explain that the intern has a bachelor's degree, has had two previous successful teaching experiences similar to student teaching, was recommended by the college and interviewed and approved by district administrators, receives adequate supervision, and holds a teaching permit. A fourth problem is the continuing need to provide adequate support without undermining the intern's independence. Some aspects of teaching may only be learned with difficulty, and the internship provides a safer period in which to do that than a regular first year of teaching. The struggle for those who supervise interns, different in each case, is to find the right balance, neither ignoring problems nor intervening too much.

Implications for the Future

Even a few years ago, there seemed to be little enthusiasm for extended teacher education programs among teacher educators (Monohan, 1984; Baker, 1984). That tide may be turning, bringing with it more and more teacher intern programs. If so, school districts and teacher education programs will have to drastically revamp the nature of their collaboration in the preparation of teachers. It is far different to place and supervise interns than it is student teachers. Early field experiences must also be greatly expanded in order to adequately prepare students for internships. Teacher organizations must be involved in the design and implementation of intern programs, which may be seen as ways to hire cheap teachers. This potential abuse can be avoided by insuring that intern positions are created beyond minimum staffing needs and may not carry full benefits.

If more beginning teachers come from five-year programs with internships, public school administrators may need to change their views of the needs of first year teachers. White (1986) found that at the end of their M. A. T. program, ATP students expressed levels of professional concerns more congruent with those of third and fourth year teachers than first year teachers. Another uncertainty for intern teacher programs is the advent of induction years in

many states. One is on the books for Texas, but its implementation seems uncertain. Will an induction year make extended programs with internships superfluous? Will a first year teacher who completed an internship have the same needs as inductees from four-year, student teaching programs? These questions remain to be answered. In any case, Austin College is committed to the five-year teacher education program with internships. At a recent meeting of ATP faculty and public school teachers and administrators, suggestions were invited for improving the internship. Finally, a long silence was broken by the assistant superintendent of a cooperating district. "We like the internship program," he said. "It works very well."

References

Andrew, M. (1984). Restructuring teacher education: The University of New Hampshire's five-year program. Paper prepared for the National Commission on Excellence in Teacher Education.

Baker, T. (1984). Extended teacher education programs: A survey of attitudes in Texas. Teacher Education and Practice, 1(2), 43-50.

Baker, T.; Cobern, W.; Freeman, B.; Hutton, T.; Pierce, V.; White, J.; (1988). Alumni Follow-Up Study of the Austin Teacher Program. Sherman, Texas: Austin College.

Combs, A.; Blume, R.; Newman, R.; and Wass, H. (1974). The Professional Education of Teachers. Boston: Allyn & Bacon.

Freeman, B. (1986). Exploring New Frontiers in Teacher Education: The Austin Teacher Program. Sherman, Texas: Austin College.

Fuller, F. (1974). A conceptual framework for a personalized teacher education program. Theory Into Practice 13 (1), 112-122.

Gideonse, H. (1983). In Search of More Effective Service. Cincinnati: University of Cincinnati.

Goodlad, J. (1985). Essential elements of a good teacher education program. Paper presented at the AACTE annual meeting, Chicago.

Gudmundsdottir, S. and Shulman, L. (1987). Pedagogical content knowledge in the social studies. Scandinavian Journal of Educational Research, 31, 59-70.

Love, V. and Freeman, B. (1971). The Austin Teacher Program: A Concept of Teacher Education. Sherman, Texas: Austin College.

Magrath, C. (1986). Excellence in teacher education. In The Leading Edge: Innovation and Change in Professional Education, Sandra Packard, ed. Washington: AACTE.

Monohan, W. (1984). Extended programs: reactions from member institutions and from established programs. Final report of the AACTE Task Force on Extended Programs.

Shulman, L. (1987). Knowledge and teaching: foundation of the new reform. Harvard Educational Review, 57(1), 1-22.

Task Force on Teaching as a Profession. (1986). A Nation Prepared: Teachers for the 21st Century. New York: Carnegie Forum on Education and the Economy.

Tomorrow's Teachers. (1986). East Lansing, Michigan: The Holmes Group.

Travers, R. and Dillon, J. (1975). The Making of a Teacher. New York: MacMillan.

White, J. (1986). Levels of concern of Austin Teacher Program students. Unpublished report, Austin College, Sherman, Texas.